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NOTES.

The *Literary Study of the Bible*, by Richard G. Moulton, will soon be published by D. C. Heath & Co.

Ginn & Co. announce for early publication *Morceaux Choisis D'Alphonse Daudet*, edited and annotated by Frank W. Freeborn, Master in the Boston Latin School.

Episodes from François le Champi par George Sand, edited by C. Sankey, M.A., (Longmans, Green & Co.), is the latest in the series of Episodes from Modern French Authors which this firm has undertaken. The work of editor and printer we can recommend. The story itself is one of the most delightful of George Sand's pastoral tales.

A very great deal of most valuable information has been put into the two hundred pages of *Domestic Economy*, by F. T. Paul, (Longmans). It grew out of a course of lectures the author had been in the habit of delivering at the Edge Hill Training College, Liverpool. The book is honestly made, with a good purpose, and may be read with profit no less than interest by all people who wish to live sensibly.

Livre de Lecture et de Conversation, by C. Fontaine, (D. C. Heath & Co.), is a book which believers in and users of the natural method in teaching modern languages ought, at least, to examine. It is written entirely in French. Its special features are great emphasis on the verbs and numerous questions on the subject matter which require answers and so lead to conversation. There are excellent selections for reading.

The growing of bulbs to produce flowers in their greatest perfection is a branch of gardening peculiar to itself, and one in which the minor yet important details are not generally understood. In *Bulbs and Tuberous-Rooted Plants*, by C. L. Allen, (Orange Judd Co.), information is given by which the growing of bulbs can be made a pleasure, or a profitable industry. The author is a recognized authority on his subject.

The Mark in Europe and America, by President Enoch A. Bryan, of Vincennes University, (Ginn & Co.), is a review of the discussion of Early Land Tenure prepared under the direction of the Department of Economics of Harvard University, during a year of rest from the author's regular labors. Using facts which are accessible to all, the present discussion has been confined largely to the interpretation of these data.

The Pilgrim in Old England, by Amory H. Bradford, D.D., (Ford, Howard, & Hulbert), is a review of the history, present condition, and outlook of the Congregational churches of England. The substance of the book formed the course of Southworth Lectures for 1892 at Andover Theological Seminary. The work is chiefly a record of what has been done in Old England by the brethren of the Pilgrims who settled New England.

The History of the Philosophy of Pedagogics, by Charles Wesley Bennett, LL.D., (C. W. Bardeen, Syracuse), is a brief sketch contained in the limits of 40 pages of the outlines of pedagogical development from the Reformers to Froebel. It is a good abstract or syllabus of the period, and will give a very fair notion of some important features in the development of education to those who have not time to read any one of the several good books on the period.

Joan of Arc: The English Mail Coach, by Thomas De Quincy, edited by Professor J. M. Hart, of Cornell University, (Henry Holt & Co.), in *Readings for Students Series*, is so admirable a piece of work on the part of the editor that it might well be taken for a model. The Introduction by

the editor contains a life of De Quincy, a critical estimate of his place in literature and an analysis of his style which will not be found surpassed elsewhere. The notes are thoroughly good and scholarly.

For use in his class-room in connection with the study of an annotated edition of Livy, Professor Rolfe, of the University of Michigan, has printed in a handsome pamphlet the Weissenborn-Müller text of the first book. Aiming to cultivate in his pupils the power of rapid reading and recognizing as necessary to that end the habit of accurate pronunciation, Professor Rolfe has everywhere indicated the quantity of the long vowels, following as an authority Lewis's *Elementary Latin Dictionary*. The pamphlet is published by Allyn & Bacon, Boston. Price 25 cents.

Education and Educators, by David Kay, F.R.G.S., (Bardeen), is a somewhat curious book. A line or two of the author's text is regularly supplemented by several hundred words of foot notes. This style of composition does not make an agreeable book to read. The book is really a vast collection of more or less miscellaneous notes on many things pertaining to education. The real value of the book lies in the fact that these notes are carefully indexed. By turning to the index, therefore, the reader has at his disposal a goodly number of quotations from standard authors on almost any subject he may have under consideration. It is a good book of educational quotations.

Collar's Shorter Eysenbach, (Ginn & Co.), needs no introduction to the large number of teachers of German who are familiar with Collar's Revision of Eysenbach's German Grammar. The present edition has been prepared under Mr. Collar's direction by Mrs. Clara S. Curtis, with the object of furnishing a book less copious in exercises and demanding less time for its completion, and so meets the wants of the many students of German who can pursue that study for one, or, at most, two years. Exercises for reading have been omitted in view of the numerous and excellent pieces of German literature suited for beginners that have appeared within the past few years. The aim, the method, and every essential characteristic of the larger book have been kept.

Educational Labors of Henry Barnard, by Will S. Monroe, (C. W. Bardeen), is a brief excellent biography of a man whom American teachers must always hold in highest honor. In the words of Ray Palmer "perhaps no man in the United States has done as much to advance, direct and consolidate the movement for popular education." He has done a work for which his country and coming generations ought to thank him and do honor to his name. His work as editor of the *American Journal of Education*, which has been characterized as the best educational journal ever published anywhere in any land, receives adequate attention. Every teacher will be the better for knowing something of Henry Barnard's life, and this little volume is a very convenient and servicable means for acquiring that knowledge.

The author of *Geology*, by A. J. Jukes-Brown, F.G.S., (Whittaker & Co.), has essayed a difficult task, to write an "Elementary Handbook" of geology, and it is brief praise to say that the work is more than usually well done. There is no attempt at writing down to youth, or beginners, but the main facts of geology are very clearly told, and with much completeness, considering necessary brevity. The sections on aqueous rocks are samples of such good work. So, also, the treatment of stratification, jointing and vertical oscillation of land masses, subjects not often well discussed in elementary works. There is much judicious citation of illustrations, as, for example, from the Voyage of the Challenger and the Cruise of the Blake. The chapters on Historical Geology are too exclusively English to be very serviceable to beginners in America. The meager account of the nature, work and former extension of glaciers is the most serious defect of the book.

A. P. Brigham.

From Leach, Shewell & Sanborn comes a new edition of *Horace's Satires and Epistles*, edited by James H. Kirkland, of Vanderbilt University. While the work is based on the well-known edition of Kiessling, the commentary does not profess to be a translation of his, and Professor Kirkland assumes the entire responsibility for the work in its present form. The text of the *Satires* and *Epistles* is printed entire, but there are no notes on the following: *Satires*, Book I, ii, iii, vii, and viii; Book II, ii, iii, iv, vii. *Epistles*, Book I, iii, v, vi, viii, xi-xv, xviii. In general the commentary is much more full than that of most American editions and the text well printed. There is an introduction of twenty pages which discusses briefly the character of the *Satires* and *Epistles*, the language, metre, and manuscripts. Altogether the volume is very attractive, and editions of Horace are not so numerous as to make an addition to the list unwelcome.

An Introduction to the Study of the Dependent, Defective and Delinquent Classes, by Charles Richmond Henderson, A.M., D.D., (D. C. Heath & Co.), is a book of more than general value to teachers. It is coming to be recognized, in this country, largely through the work of Stanley Hall, that the student of education must be as well a student of sociology. This book is the result of twenty years' experience on the author's part in actual contact with the classes he is studying, and of wide experience in the practical administration of charity in its many forms. The book is prepared as a text-book, and covers a wide field. Very rightly does the author say that exhaustive bibliographies are good only for the specialist, that the general reader must have selected lists; he gives, therefore, references to the best authorities on the various topics treated. We are not aware of any other book so good to give the teacher a general idea of the field covered by sociological studies, a field of which he cannot afford to be ignorant.

Eutropius Books I and II, edited by Watson Caldecott, (Longmans), is in appearance a very attractive little book and on examination discloses the fact that the editor has done his work even better than the publisher. The vocabulary is accurate, precise, and sufficient. The maps are simple, as would be expected in a book of the size of this, but they will be found helpful and even essential in a correct reading of this history. No Latin teacher can give the notes any consideration without feeling that the editor possesses that rare quality of sympathy which enables a teacher to retrace his own course and know from experience at just what points the students will find difficulty. More than that, the needed assistance is given very judiciously in the form of helpful suggestions rather than in mere translations. This book would be a very desirable companion to the reader in classes of beginners, or it could be used with interest and profit as an exercise in sight translations for more advanced pupils. It is much to be regretted that in the notes references are given only to an English grammar that is not used in this country.

F. A. Gallup.

To the edition of the *First Six Books of the Aeneid*, edited by President Harper and Mr. Frank D. Miller, of the University of Chicago, (American Book Co.), are now added the *Bucolics*. In the text of the latter the quantity of all long vowels has been uniformly indicated. In other respects the treatment of the text is similar to that of the *Aeneid*. No pains seem to have been spared to make the edition attractive, but it is open to doubt whether the scheme of inductive study proposed is best suited to the needs of the young pupil as yet unacquainted with the text. Some of the suggestions in the commentary, too, are of doubtful value, as, for example, the long note on *Aeneid*, I. v. 568, in which the editors find ground for a Roman belief "that climate has to do with character." In the bibliography several English editions of value besides Conington might have been named. The essay on Vergil, by Mr. F. W. H. Myers, in the *Fortnightly Review*, February, 1879, is several times referred to without mention of the fact that it is accessible in a volume of classical essays published by Macmillan & Co., in 1883.

It is but yesterday that we received *The United States, an Outline of Political History, 1492-1871*, by Goldwin Smith, D.C.L., (Macmillan), and yet a second edition has already been demanded. Written professedly for English readers mainly, the book is one that no American, lover of his country or of his country's history, can be content not to know. Mr. Goldwin Smith has freed himself singularly from the traditions of American History makers, and has dared to omit, or characterize in a single brilliant phrase, many episodes which have hitherto been foreordained to fill at least one long chapter. He brought to the work almost a lifetime of sympathetic interest in the institutions of the new world republic, which has from time to time been manifested in notable ways. Having been a warm admirer of the North during the Civil war, he resigned the Regius professorship of history in Oxford in 1868 to become Professor of English and Constitutional History in Cornell University. Though he remained in that chair but three years, he stamped his personality deeply upon the growth of that institution. He is the most American Englishman that has ever written on our country. His prose style is strong, original, delightful. The history of the United States has been written the past decade in many veins, from many standpoints, and for all sorts of readers. Among all these histories, Mr. Goldwin Smith's work forms a class by itself. It is individual in every phase.

CURRENT EDUCATIONAL LITERATURE.

Teaching Ethics in the High School. By PROFESSOR JOHN DEWEY. Educational Review, November, 1893.

We cannot too often protest against the assumption that if you can only teach a child moral rules and distinctions enough, you have somehow furthered his moral being. From the side of ethical theory, we must protest that all this is a caricature of the scientific method of ethics and of its scientific aims. From the standpoint of practical morals, we have to protest that the inculcation of moral rules is no more likely to make character than is that of astronomical formulae. But this is a protest only against a false view of morals and a false theory of ethics and not against the teaching of ethics in schools when properly conceived. Ethics, rightly conceived, is the statement of human relationships in action. In any right study of ethics, then, the pupil is not studying hard and fast rules of conduct; he is studying the ways in which men are bound together in the complex relations of their interactions. To illustrate: let the teacher at the outset ask the pupils how they would decide, if a case of seeming misery were presented to them, *whether* to relieve it and, if so, *how* to relieve. The object is not to get the pupils to arguing about the moral rules which should control the giving of charity, but to get them into the habit of mentally constructing some actual scene of human interaction, and of consulting that for instruction as to what to do. The end of the method is the formation of a sympathetic imagination for human relations in action. Through the special situation chosen the pupil should have brought home to him some of the typical features of every human interaction. These typical features are the content of ethical theory. One of these typical phases is the proper place of the emotions in conduct. Another typical phase of all action which the pupil will be in a position to appreciate after carrying on for some weeks a study of this kind is that of the inter-relation of all individuals. These two factors of ethical action, namely, the place of impulse and intelligence, and the multitude of relations to be considered